THE VIRGINIA TEACHER

July, 1928

DEAN WILLIAM S. GRAY
THE IMPORTANCE OF READING IN AMERICAN LIFE

CARRIE BELLE PARKS
EARLY AMERICAN CHILDREN'S BOOKS

ELIZABETH M. GRUBB
CREATIVE WORK IN LITERATURE AND MUSIC

REPORTS AND TEACHING UNITS FROM THE TRAINING SCHOOL

NEWS OF THE COLLEGE AND ITS ALUMNAE
THE READING TABLE EDUCATIONAL COMMENT

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THE IMPORTANCE OF READING IN AMERICAN LIFE

THE chief need of a democracy is an intelligent citizenry. This being the case, the two legs on which a democracy stands are: the public schools which lay the foundation of an education; and libraries, books, and other printed materials which are means of continuing education throughout life.

When this nation launched itself on the huge experiment of providing an education for all the children of all the people, it did not vision its problem much beyond teaching children to read and write and do sums. Even this modest conception of an educated citizenry was accepted slowly and it required much more than a century after the signing of the Declaration of Independence to secure adequate provision for elementary education in many sections of the country.

In the meantime, the wise leaders and seers of our nation realized that ability to read, write, and cipher did not insure intelligent citizens. Experience taught them that a wide range of information, right attitudes toward personal and group problems, sane judgments and good habits of thinking, are equally important. In order to insure the development of these desirable traits, it was recommended that secondary education be provided for all children. During the last fifty years high schools have been provided with surprising rapidity. Today, a secondary education may be easily secured by a very large percentage of the boys and girls of the land.

When the world war came on, this nation realized more clearly than ever before the need of intelligent, capable citizens. As a result there was such an influx into colleges and universities that they were soon filled to overflowing. The leaders of the nation, resolved that young men and women should have the opportunity of a broad liberal education, advocated the development of junior colleges in local communities. During the last ten or fifteen years the stairway of educational opportunity has been extended for many young people to and through the junior college. Whether or not junior-college education will be provided in time for all young people is an open question. Many statesmen, both in this country and abroad, inform us that the step would be unwise and financially disastrous. Be that as it may, it is apparent that this nation is resolved to provide the very best education that it can afford for the citizens of tomorrow.

In the past, America has relied almost entirely on schools and colleges in educating its citizens. However, the fact has been forcing itself of late on the public mind, that the most that schools can achieve is to start young people on the road toward self-education. It is false to pretend that anyone can get an education entirely in school. As Dorothy Canfield Fisher has pointed out "Schools, even the best schools, can give schooling only. Education must be mixed and seasoned with life experience, which is the one element no school can give and no young person can have." One of the greatest achievements of more than a century of effort in developing an educated citizenry is the clear realization that education is a process that continues throughout life. According to this view, childhood and adulthood form one continuous period of development. Each stage in this development has a character and quality of its own. It leaves

the individual better prepared, however, to live the next stage, and in turn all others.

Since America has realized that education must be a continuous process, every effort has been made to provide means of encouraging young people and adults to extend their experience, to broaden their interests, and to improve their habits of thinking. It has established libraries and museums, organized lyceums and chautauquas, increased its publication of books, newspapers and magazines, stimulated the development of clubs and organizations of various types, and utilized the radio and movies as means of informing people and of stimulating an inquiring attitude of mind. The adoption of these steps has grown out of a recognition of the fact that every available means should be utilized in the continuous process of educating for citizenship. An analysis of the various activities involved in the process of self-education reveals the fact that reading and the use of books and libraries are without doubt the most essential means available. It will be advisable, therefore, to consider for a few moments the significance of reading in American life.

One of the most striking evidences of its importance is found in the increase which has occurred during recent years in the number of newspapers and periodicals printed. From 1850 to 1880 the percentage of increase paralleled the increase in population. From 1880 to 1910 the number of copies published increased more than 500 percent. During the same period the increase in population was less than 100 percent. Data from various sources indicate that interest in newspaper and magazine reading has continued to increase rapidly during the last few years. For example, the number of newspapers published daily increased from 28,000,000 to 32,000,000 between 1921 and 1925, which was about three times as great as the increase in population during the same period. In 1927 there were seven magazines which had a monthly circulation of over two million each and sixteen magazines which had a circulation of over one million each.

Another significant fact concerning reading in American life relates to the rapid development of libraries. The statement was made earlier that the public library and reading materials form one of the legs on which a democracy stands. Acting upon this faith "the modern library," says the American Library Association, "is becoming more and more an active factor in keeping alert, open, and well-informed the minds of those who have ceased their formal education. Through the literature of emotion and imagination, it offers an enlargement and enrichment of life; through the literature of knowledge, it promotes the growth of power, and of the ability to serve self and mankind." The service which the library renders begins in its work with children. "For them it is the chief gateway to the world of books. The library supplements the instruction given in school and serves as a continuation school all through life. Through intelligent work with children, the library has the power ultimately to lift the thinking of a whole community to higher levels."

A careful study of all the facts available shows that intelligent reading is a very important means of familiarizing adults with current events, with significant social issues, with community and national problems, and with American institutions, ideals, and aspirations. It is also an essential means of attaining vocational efficiency, of extending experience, of developing a broad outlook on life, of satisfying interest and curiosity, and of securing pleasure and profit during leisure hours. It follows that as boys and girls develop toward maturity they should become interested in those fields of thought and activity that characterize a good citizen. Units of instruction must be provided which relate specifically to such matters. Appropriate books and magazines should be at hand from which they may acquire experi-

ence and satisfy interests. "Greater attention must be given to methods by which interest in books and reading will be aroused among boys and girls. As long as books are looked upon merely as classroom tools they will not be accepted as friendly guides in the solution of life's problems, or as sources of pleasure and culture."

The discussion thus far has emphasized the importance of reading in American life and its value as an aid in self-education. In order to appreciate clearly the obligation which the school and the home face in promoting reading interests we need to understand certain discouraging facts about the reading activities of children and adults. In this connection three facts will be emphasized. The first is that the reading habits developed in school are discontinued by many young people as soon as they leave school. Careful studies of the development of reading interests show that they develop rapidly during the grades. By the time children are fourteen years of age practically one hundred percent are reading newspapers, magazines, and books. Studies made among adults show that whereas about 95 percent read newspapers only 75 percent read magazines and 50 percent read books.

A second fact is that the amount of reading done varies widely with the community. Studies of the causes of these differences show that good reading habits are closely related to the efficiency of schools and to the accessibility of reading material. The differences are even more marked among individuals within communities, the amount read varying with educational advantages, places of residence, the kinds of work they do, and the breadth of their interests.

The third fact is that the kind of reading which young people and adults do is far from satisfactory in many cases. As far as newspaper reading is concerned, the general public prefers cartoons, photographs, items relating to sports, personal violence, disaster, and serial stories. With regard to magazines, a surprisingly large number of the sensational type are read, which describe impossible situations and which appeal to the baser interests. More than 50 percent of the books read are fiction, much of which is worthless from an educational point of view, if not positively harmful.

The facts which have been presented show conclusively that the reading interests and habits of children and adults are inadequate today in many cases. If education is to be a continuous process and if self-education proves effective, children and young people should acquire broad interests and strong motives which will result in permanent habits of independent reading, thinking and reflection. Furthermore, the character of the material read must be such as to extend the reader's experience, awaken new interests and stimulate better habits of thinking. Herein lie grave responsibilities of parents and teachers. It has been assumed in the past that the school alone is responsible for the intellectual development of the child. The fact is now realized that careful direction and stimulation are essential both in the home and at school. Neither agency alone can secure the most satisfactory results. The steps taken by the one must both complement and supplement those taken by the other. Clear evidence of the validity of this position is found in thousands of cases in which the home and the school co-operate in stimulating interests, in providing opportunities for reading about problems of vital interest to children, in discussing topics of educational value to children and adults, and in engaging in activities which result in growth along desirable lines. In the light of these facts, what are the conditions under which wholesome interests in reading may be stimulated most effectively and education become in reality a process which continues throughout life.

The first requisite is that the home provide a wholesome reading atmosphere during the preschool as well as the school life of the child. This means that the parents should take genuine interest in reading, pro-

vide attractive books and magazines, and engage in interesting discussions of topics of an educational nature. A child is fortunate indeed who is reared in such an atmosphere. His first interest in reading is acquired unconsciously as he sees father and mother read and enjoy books and magazines. Being of an imitative nature, he soon begins to look through books and magazines and is attracted by the pictures. His interest in them is intensified, if father or mother, brother or sister, sits down with him frequently and explains the pictures to him. The next step is to read to the child the stories in the book that relate to the pictures. Parents who have followed such plans know how frequently the child brings the book to have a favorite story read or an interesting picture explained. If no one is free to help him, he often goes to a quiet corner where he looks with interest at the pictures and even attempts to read the stories. Not infrequently, he actually learns to read as he attempts to satisfy an interest or a curiosity. The child who is privileged to have such experiences usually enters school with keen interest in reading fully developed and with a strong desire to learn to read.

I have commented somewhat at length on the early experiences of the child in order to emphasize the great importance of the influence of the home. What is true with regard to reading is also true concerning the possibility of awakening interest in music and art, in home duties and responsibilities, and in standards of conduct. Many parents little realize the extent to which they unconsciously mold the interests, cultivate habits of thinking, and determine the standards of conduct of their children. In a study made recently to determine the influences that affect the conduct of children and grown people it was found that the influence of the home, and particularly of the mother, was stronger than that of the school, church, and other social agencies combined. Similarly the educational interests and activities of the home determine to a surprising degree the extent to which reading, constructive thinking, and intellectual growth become a continuous process throughout the life of a child.

The early school environment of the child is just as important as his home environment. Fortunate, indeed, is the child who enters a school in which the teachers are keenly interested in children's stories and informational material and who have the capacity to inspire children to read about and to discuss the things in which they are interested both in and out of school. As aids in achieving these results, a reading table should be provided with an interesting variety of picture and story books which are changed at frequent intervals. Pictures should be hung on the walls with the poems or stories attached which they illustrate. Announcements should appear on the bulletin board daily which stimulate the children to read independently. A story hour should be provided in which the teacher reads or tells interesting stories to the children at frequent intervals and in which similar activities are assigned to the children. Other periods should be provided in which the children gather around the reading table to look at interesting picture books or to read stories for sheer fun or pleasure. In the traditional classroom, it was considered almost a crime for children to engage in pleasurable activities during school hours. We now realize that some of the most important attitudes and habits which the school can cultivate may be established successfully only during such periods. This is particularly true in the case of reading. Only to the extent that the child realizes that reading will contribute to his interests and satisfy his needs will he engage in reading activities independently, thus laying the foundation for continuous intellectual growth.

The methods employed in teaching pupils to read are as vital as the atmosphere of the classroom. It was formerly believed that the chief aim in teaching reading in the primary grades was to master the mechanics

of reading. With a new vision of educational opportunities, the dominant aims today are to give children rich experience through reading, and to cultivate keen interest in reading activities. To these ends, the skilful teacher selects carefully the reading materials which are provided in order to be sure that they will contribute real pleasure or supply information in which the pupils are deeply interested. Furthermore, attention is concentrated from the beginning on the meaning or content of what is read, and the reading periods are characterized by good thinking, profitable discussions, dramatizations, and keen interest. As soon as pupils are able to read independently they should be encouraged to read books at their seats or the reading table during free periods or special periods set aside for the purpose. A careful record should be kept of the stories and books read and an effort made to establish a reasonably wide range of interests.

While children are thus learning to read independently in school, the home should continue active co-operation. As a rule, the parents should leave to the teacher the technical responsibility of teaching the fundamental reading habits. On the other hand, parents should continue to read and discuss stories with their children, should listen with eager interest to accounts of stories read in school and should at times ask them to read stories to or with them. As soon as the parents discover that a child is able to read independently, they should materially reduce the amount of reading which they do to the child in order to avoid the possible danger that the child will develop the habit of depending on the parents too largely. By the middle of the first year, parents should begin to provide the child with a small library of interesting books placed in a convenient and well-lighted corner or alcove to which he may go regularly. This collection should include the world's best stories for young children, books relating to things in which the child is interested outside of school, and books suggested by the teacher which relate to problems in which the child is interested in school and which supplement the reading materials provided by the school. A few dollars spent each year in providing children with the opportunity to read interesting books in the home will soon pay for themselves a thousand fold in wholesome intellectual and recreatory interests which contribute to the continuous growth and development of the child.

As children advance through the grades and high school, new problems present themselves both to the home and to the school. If reading is to prove most valuable in the education of young people and adults, a wide range of reading interests must be cultivated. More than a quarter of a century ago, President Eliot of Harvard said that desirable types of interests in reading arise from wholesome interests in things. Experience amply justifies this statement. If children acquire reading interests in school which will function to advantage throughout life, they must become deeply interested in reading about the facts and principles of history, geography, science and literature and must become deeply concerned with modern social problems and the means of solving them. If these results are achieved, the teacher of each content subject as well as of literature becomes in reality a teacher of reading, in the sense that he stimulates keen interest in her subject and establishes the habit of reading independently in that field. There are many specific devices by which these ends may be attained. Only three will be mentioned here.

First, the teacher herself must be keenly interested in her subject, must read widely in that field, and must recognize its interests, problems and possibilities far beyond the scope of the material actually taught. While studying the problem of children's interests in reading during the last decade, I have become profoundly impressed with

the fact that the interests of children are determined to a large extent by the breadth of interest and information possessed by the teacher. May I give an example? A teacher of my acquaintance was teaching several selections of literature in which she frankly was not interested. The response of the class harmonized with expectation. During free periods, however, she began to read to her pupils some of Riley's poems of which she was very fond. The children soon caught her enthusiasm, were inspired by her interest, and within two weeks filed more requests with the school librarian for Riley's poems than could be supplied even with the help of the public library. We need in our elementary and secondary schools today, and indeed in our colleges and universities, inspiring teachers of broad interests. As Baird has forcefully said, "Let the instructor be an enthusiast in his subject, alive to its latest developments, and with an active appreciation of the human values involved, and there will be little cause to complain about the barren brains of students."

A second requisite is an adequate supply of reading material. As plans are being worked out in many schools today, three types of material are provided. First, a good text which outlines the major topics in sequential order that are to be studied. Second, a rich variety of interesting supplementary books and reading material which provide vivid details about the topics studied and which insure lasting impressions. For example, while children are studying geography, they should be privileged to travel in imagination through Africa with Livingston, to encounter the wonders of the polar regions with Peary, Byrd or Nobile, to play with the children of different lands, to visit the mines, the harvest fields, and the great industrial plants, thus learning how our needs are provided. As a result of wide reading of this type there develop interests and appreciations which determine to a large extent the child's attitude toward different people and nations and a clearer understanding of our obligations to them. The third type of material required is library books which are more or less closely related to the topics taught. These should be available in the classroom or referred to on supplementary reading lists supplied by the teacher. When, for example, a science class is studying some of the facts pointed out by our great naturalists, the teacher may suggest to those most interested that they read at their leisure Muir's *The Boyhood of a Naturalist,* or Mills' *A Thousand Year Pine.* From incidental suggestions of this type, offered in different content subjects, have developed vocational and avocational interests which have affected the entire lives of pupils.

Another step which promotes the habit of independent reading is to provide opportunity for pupils to prepare reports on topics in which they are especially interested. For example, a class was studying the history of Europe during the middle ages. In addition to the regular group assignments, the teacher encouraged each pupil to select a topic for special study in which he was keenly interested. One chose the homes of the middle ages, another the musicians of that period, and still another the types of architecture that prevailed. The reports which the pupils presented showed clearly that they had read widely, had thought clearly, and had broadened their interests. Such reading activities not only provide training of the type needed in adult life, but establish interests and habits which function throughout life.

While the school is engaged in the constructive activities described, the home has its responsibilities. The reading materials provided in the home or secured through the library should increase in variety with the child's broadening interests. In this connection, parents should inform themselves concerning the problems which are proving most interesting in school. Frequent opportunity should be taken during meal time or in the evening to raise such questions

and to make such suggestions as the following: What problems are you working on in history now? Tell me about the adventures of the early settlers. Have you read about Boone's experiences in Kentucky and how the trails were made across the great plains? Let us go to the library this evening to see what we can find relating to these events. Children need the interest and intellectual companionship of parents as well as of teachers. If education is to become a continuous process and if wholesome recreatory interests are to predominate they must become living realities in the home life as well as in the school life of children.

One of the surprising facts revealed by recent studies of reading is that few or no wholesome magazines for children are provided in the home or in the school. To a very large extent children read what is found on the library table. In most cases, these magazines are either too mature or technical for the child to read or of a questionable character for young people. Surprising as it may seem, thousands of boys and girls in this country are reading magazines at home which pollute their minds and which stultify wholesome interests. As parents and teachers we need to recognize this fact clearly and to provide for our children and pupils opportunities to read wholesome types of literature. At times, all children will show interest in objectionable types of literature. The solution lies not in suppression, but in stimulating stronger interests in wholesome fields. Studies which have been made show conclusively that the interests and tastes of young people can be elevated through direction and guidance.

In conclusion may I restate the chief points which I have endeavored to present in this address? America needs an intelligent, educated citizenry. In order to achieve this result our nation has provided educational facilities far beyond those even dreamed of by many nations. As the educational stairway has extended, the fact has become clear that education is a life process and cannot be given ready-made by schools and institutions. One becomes truly educated only as he continues throughout life to extend his experience, to broaden his interests, and to think clearly and sanely. As an aid in this connection, wide reading and the use of libraries and other printed materials are of the greatest importance. As teachers and parents, our obligations are to stimulate and direct the reading activities of children along interesting wholesome lines. The members of the class of 1928 have unique opportunities in this connection. We believe they will make these possibilities living realities in their respective classrooms.

WILLIAM S. GRAY

EARLY AMERICAN CHILDREN'S BOOKS

SIT cross-legged on the floor of an attic under the eaves of a humble farmhouse seventy-five years old and look over the discarded juvenile books packed in a shabby leather trunk lined with wallpaper. By the gray light filtering through the one dusty little window you can browse through these dog-eared texts and follow your great-grandfather's youthful mental training. A book on orthography defines *orchestra* as "an apartment for musicians" and *symposium* as a "drinking together," and asks a child to spell useful words like *testaceous, solstitial,* and *adscititious. A Child's Book on the Soul* explains by dialogue what the soul is, the thought process, and whether or not animals think. You may even read *The Gamut and Time Table, in Verse, for the Instruction of Children in the Rudiments of Music,* by C. French, Published by Morgan and Yeager in Philadelphia in 1824, or *Cobwebs to Catch Flies; or Dialogues in Short Sentences,* published by Mahlon Day in New York in 1834.

You can pick up interesting books published since 1840 or 1850 in many American homes where one family has lived for two

generations. The hobby of collecting old textbooks furnishes a teacher with a lively pastime and provides valuable insight into the minds of earlier Americans and into the background of our modern national spirit.

Dr. Rosenbach's collection is unrivalled; these titles have been copied for the benefit of those who had no chance to see the books when exhibited in Philadelphia and New York in 1927. In reading this list, let your imagination reconstruct the lives of those long ago children, their moral guidance, and their quaint amusements. For a delightful account of the contents, read chapter six in *Books and Bidders,* by Dr. Rosenbach, or his article on "Early American Children's Books" in the *Saturday Evening Post* for May 14, 1927. If you can't connect such somber theology with actual child life, read "The Deliverer" in *Hillsboro People,* by Dorothy Canfield. For a worthy discussion of blood-and-thunder literature see *Tales from Old Cap Collier,* by Irvin Cobb. And by all means finish up with Mark Sullivan's ample tribute to McGuffey's readers in *America Finding Herself,* the second volume of *Our Times.*

TITLES COPIED FROM THE COLLECTION OF DR. A. S. W. ROSENBACH

Duty of Parents to Pray for their Children Opened and Applied in a Sermon preached May 19, 1703, which Day was set apart by order of the Church in Boston, New England humbly to seek unto God by Prayer with Fasting for the Rising Generation by Increase Mather D. D. (2 Sam. 7:27 quoted.)—Boston, 1759.

Spiritual Milk for Boston Babes. In either England: Drawn out of the Breasts of both Testaments for their Souls nourishment. But may be like Use to any Children. By John Cotton B. D. Late Teacher to the Church of Boston in New England.—Boston, 1684.

The Prompter, a Commentary on Common Sayings and Subjects which are Full of Common Sense, the best Sense in the World. By Noah Webster. "To see all others faults and feel our own."—Boston, 1798.

Proposals Relating to the Education of Youth in Pensilvania.—Philadelphia, 1749.

The Royal Primer Or, an Easy and Pleasant Guide to the Art of Reading authorized by His Majesty George the II To be used throughout His Majesty's Dominions Adorned with cuts London: Printed for J. Newberry at the Bible and Sun in St. Paul's Chapel. Price bound 3d.

The Ladder of Learning to be Ascended early in the Morning—Pittsburgh, 1835.

Johnson's New Philadelphia Spelling Book, a Pleasant Path to Literature, 1803.

A Pack of Cards changed into a compact Almanac and Prayer-Book Adapted to the Entertainment of the Humourous as well as to the Satisfaction of the Grave, Learned and Ingenious.

The Infant's Grammar, Baltimore
Extract:

An A and a The, two Articles small,
Had on their best clothes, to attend at the Ball;
Like two little lackeys they stood at the door
That when the Nouns came, they might run in before.
The temple was wrapped in the shadow of night
But the torch of young Definite gave a clear light.

Picture of temple with columns in front—Elaborately dressed. *The* has torch—Another figure labeled both *A* and *An.*

A Spelling Dictionary divided into Short Lessons For the Easier Committing to Memory by Children and Young Persons and Calculated to assist Youth in Comprehending What they Read Selected from Johnson's Dictionary for the Use of her Pupils by Susanna Rowson.

> When we have taught children to read, however accurately they may pronounce, however attentive they may be to the punctuation, we have done nothing toward the information of their minds, unless we teach them to associate ideas, and this can never be done if they do not understand the exact meaning of every word.—Boston, 1804.

The Young Gentlemen's Monitor and English Teacher's Assistant being a Collection of Selected Pieces from our best Modern Writers Calculated to Eradicate Vulgar Prejudices and Rusticity of Manners, Improve the Understanding, Rectify the Will; Purify the Passions; Direct the Minds of Youth to the Pursuit of Proper Objects; and to facilitate their Reading, Writing and Speaking the English Language with Elegance and Propriety.

Particularly adapted for the use of our Eminent Schools and Academies as well as private Persons who have not an Opportunity of perusing the Works of those celebrated Authors, from whence this Collection is made Divided into Small Portions for the Use of Reading in Class. J. Hamilton Morse.—1809.

Cobwebs to Catch Flies or Dialogues in Short Sentences adapted to Children from the Age of three to eight Years.—New York, 1834.

Limed Twigs to Catch Young Birds By the authors of original poems, Rhymes for the Nursery etc.—Philadelphia, 1811.

The Young Voyager to the South Seas Part I Visit to Georgian Islands—The dark places of the earth are full of the habitations of cruelty, Ps. LXXIV (also quoted: I: XLII). Frontispiece: View of missionary settlement in Borabora.

Part II Scenes in the Georgian Islands.
Frontispiece: Bread fruit—Men shall wor-

ship the Lord every one from his place, *even all the Isles of the heathen*—Zephaniah.—New Haven, 1832.

The Pirates A Tale for the Amusement and Instruction of Youth Embellished with cuts to which is added several select Pieces in Prose and Verse by Noah Webster.—Philadelphia, 1813.

Peter Piper Practical Principles of Plain and Perfect Pronunciation (Opposite the familiar "Peter Piper—" is an illustration of a man displaying an empty peck measure.)

Extract:

Quixote Quicksight quiz'd a queerish quid-box
Did Quixote Quicksight quiz a queerish quid-box?
If Quixote Quicksight quiz'd a queerish quid-box,
Where's the queerish quid-box Quixote Quicksight quiz'd?
—Philadelphia, 1836.

Peter Prim's Profitable Present to the Little Misses and Masters of the United States

Extracts:

One—Two
Come buckle my Shoe
You lazy Elf
Pray do it yourself

(Illustration: Boy in blue at desk, smirking self-righteously at girl in yellow who holds up her foot towards him.)

Three—Four
Shut the door
Let us keep ourselves warm
And not think of the storm

Illustration: Children gathered around fireplace, boy eating from bowl in lap, smallest child shutting door.

A Kid a Kid or the Jewish Origin of the Celebrated Legend of the House that Jack Built.—New York, 1835.

Juvenile Trials for Robbing Orchards, Telling Fibs and Other Offences Recommended by the author of Evenings at Home.

Frontispiece: "She caught me by the hair and began lugging and cuffing me" (Boy has apparently stolen cakes from the woman's cake shop; one boy looks on and another flees behind shop).—Philadelphia, 1801.

Cries of New York

Extract:

"New Meeleck! Come Meeleck, Come!"
Here's new Milk from the Cow
Which is so nice and so fine
That the doctors do say
It is much better than wine

Extract from Footnote: Cows are pastured on the islands of New York, some along the Jersey shore large droves on Long Island. Sells at from 4 cents to 6 cents a quart. In warm weather churns on wheelbarrows pushed by colored men, mostly from Bergen in Jersey, who call "Butter meeleck!"—No date given.

Extract:

Sand O! nice
S-A-N-D! Here's your white S-A-N-D!"
Sand, O! white Sand, O!
Buy Sand for your floor
For so cleanly it looks
When strew'd at your door.

Footnote: This sand is brought from the seashore in vessels, principally from Rockaway Beach, Long Is. It is loaded into carts, and carried about the streets of N. Y. and sold for about 12½ cents per bushel. Almost every little girl or boy knows that it is put on newly scrubbed floors, to preserve them clean and pleasant. But since people have become rich, and swayed by the vain fashions of the world, by carpeting the floors of their houses, there does not appear to be so much use for Sand, as in the days of our worthy ancestors.

A Little Pretty Pocket-Book intended for the Instruction and Amusement of Little Master Tommy and Pretty Miss Polly, with two Letters from Jack the Giant-Killer as also a Ball and a Pincushion; the Use of which will infallibly make Tommy a good Boy and Polly a good Girl To which is added, a Little Song-Book, being a new Attempt to teach Children the Use of the English Alphabet by way of Diversion The first Worcester edition.—Isiah Thomas, Worcester MDCCLXXXVII.

The School of Good Manners Composed for the Help of Parents in teaching Children how to carry it in their Places during their Minority.—Boston, 1772.

The Prodigal Daughter Or a strange and wonderful relation, showing how a Gentleman of a vast estate in Bristol, had a proud and disobedient Daughter, who because her parents would not support her in all her extravagance, bargained with the Devil to poison them. How an Angel informed her parents of her design. How she lay in a trance four days; and when she was put in the grave, she came to life again etc. (Picture shows daughter rising from coffin in front of robed minister, mother weilding a huge kerchief.)—Boston, 1771.

Hieroglyphical Bible showing two trees: The Hieroglyphics of a Christian (Fruit labeled Joy etc., Grace shining at top, angels under tree) and Hieroglyphics of Natural Man (Fruit labeled Scorn etc., Wrath lowering over top, serpent coiled in branches).

Sacred Dreams: Chiefly intended for Young Persons The Subjects taken from the Bible by Hannah More To which is added A Pastoral Dream by the same author.

The Way to Get Married; and the Advantages and Disadvantages of the Married State; Represented under the similitude of a Dream To which is added A Father's Legacy to his Daughters.—Philadelphia, 1806.

A Wedding Ring Fit for the Finger Or, the Salve of Divinity on the Sore of Humanity with Directions to those Men that want Wives, how to Choose them; and to those Women that have Husbands, how to Use them. Laid open in a Serman at a Wedding in Edmonton by Wm. Secker, Preacher of the Gospel.—Boston, 1705.

Extraordinary Life and Adventure of Robin Hood, Captain of Robbers of Sherwood Forest Interspersed with the History of Little John and his Merry Men all (Picture of Robin Hood and Maid Marion).—New York, 1823.

New History of Blue Beard written by Gaffer Black Beard for the amusement of Little Lack Beard and his Pretty Sisters.—1804.

The Entertaining and Interesting Story of ALI-BABA the Wood Cutter with the Death of the FORTY THIEVES, and the Overthrow of their Protector ORCOBRAN and Evil Genius of the Forest.

(Frontispiece: The Cave of Plunder—palm tree on top and bags of gold and golden swords inside.)

MOTHERLESS MARY or the Interesting HISTORY OF A FRIENDLESS ORPHAN who Being at her Mother's Death, left entirely destitute, is TAKEN TO THE PARISH WORKHOUSE. Through an act of Honesty, she is PLACED IN THE FAMILY OF MRS. BOUVERIE where she becomes, unintentionally, the Rival of Miss Bouverie, by whose Stratagems she is DECOYED TO LONDON, the Perilous Situation she is placed in there, and the singular Events by which MARY RECOVERS HER FATHER, the History of her Mother, and the Circumstances which led to her distress, and unfortunate Death, the TERMINATION OF MARY'S TROUBLES, and HER HAPPY UNION WITH HENRY BOUVERIE.—S. King, New York, 1828.

Cinderella or the Little Glass Slipper, a Grand Allegorical Pantomimic Spectacle as performed at the Philadelphia Theater Published by D. Longworth at the Dramatic Repository Shakespeare-Gallery.—New York, 1807.

The Wonderful Life and Surprising Adventures of that Renowned Hero Robinson Crusoe, who lived twenty-eight years on an Uninhabited Island which he afterwards colonized.—Boston, 1792 also New York, 1792.

Bunyan's Pilgrim's Progress, Versified; for the Entertainment and Instruction of Youth. By George Burder, author of Village Sermons.—Hartwick, 1818.

Bunyan's Pilgrim's Progress from the world to that which is to come, Exhibit in a Metamorphosis or a Transformation of pictures To which is added The Christian Triumph over Death etc.

(Pictures have extra bottom and top leaves which, folded over, change the character of the illustrations.)—Hartford, 1821.

Divine Songs, Attempted in Easy Language for the Use of Children By I. Watts D. D. Matthew XXI 16 Out of the Mouths of Babes and Sucklings Thou hast perfected Praise.—Baltimore, 1801.

Moral Tales in three volumes by Maria Edgeworth.—New York, 1826.

The Barring Out; or Party Spirit by Maria Edgeworth author of practical education and letters for little ladies.—Philadelphia, 1801.

(Frontispiece: Men or boys in room around table, utensils thrown on floor, hats and coats hung on nails above benches, windows and door barred shut, from above apaprently through trap-door man pouring floods of water from a sprinkling can.)

History of Little Goody Twoshoes; otherwise called Mrs. Margery Twoshoes with the Means by which she Acquired her Learning and Wisdom, and in Consequence thereof, her Estate. Set forth at large for the Benefit of those

Who for a state of Rags and Care,
And having Shoes but half a pair,
Their Fortune and their Fame would fix
And gallop in their Coach and six

See the original manuscript in the Vatican at Rome and the Cuts by Michael Angelo; illustarted with Comments of our great modern Criticks.

The first Worchester edition—Isaiah Thomas MDCCLXXXVII.

The Reprobates Reward or a Looking-Glass for Disobedient Children Being a full and true Account of the barbarous and bloody Murder of one Elizabeth Wood, living in the city of Cork, by her own Son, as she was riding upon the 26th day of July, to Kings gate Market. How he cut her throat from ear to ear; as also how the murder was found out by her appariation or ghost; the manner of his being taken; his dying words at the place of execution; with a true copy of verses written in his own hand in Cork jail, being a warning to all disobedient Children to repent, and obey their Parents.—Philadelphia, 1798.

The Paths of Virtue Delineated or the History in Miniature of the Celebrated Clarissa Harlowe, Familiarized and adapted To the Capacities of Youth.

Great blessings ever wait on virtuous deeds
And, though a late, a sure reward succeeds.
Congreve—Philadelphia, MDCCXCI.

CARRIE BELLE PARKS

CREATIVE WORK IN LITERATURE AND MUSIC

IT STARTED with the program the children gave in the auditorium early in January. In this program all the girls were fairies and all the boys brownies. They sang songs, played games, made up the kind of dance fairies ought to dance, and recited poems about fairies and brownies.

Later in the month they recalled the program and talked about the various things they had done then. The teacher showed a number of fairy pictures at this time and read a number of fairy poems to the children. Both pictures and poems were freely discussed. Then the teacher suggested that since some of the poems had been made up by little girls (Rose Fyleman and Hilda Conkling) that perhaps they could do the same. For quite a while there were no results other than the keen enjoyment of the children in both pictures and poems. In fact the time to go home came without any insipration. But as the children were pre-

paring for dismissal one child said, "Oh, I have a poem" and this is what it was:

"When I was playing in the air
I saw a little fairy there."

That started them off and the next day several were produced, some by single children and some as class work. They took the pictures as the subjects of their poems. Some of them were:

Once when I was sitting in the hall
I saw a little fairy, she wasn't very tall;
I went to bed and dreamed of her
Before she said "How do";
I dreamed that she kissed me, too.
—*By* JEAN, *alone.*

Swinging, swinging in the air,
Just like fairies dancing there.

By Virginia, after the teacher had suggested the first two words which she did to give them a new way to start a rime. All of them wanted to begin "When I" as Evelyn had done with the first one.

The fairy queen went riding
In her golden car,
The other little fairies
Were not very far.

The fairy horse had wings of white,
He flew up to the sky,
He saw the pretty rainbow,
And angels up so high.
—*Class production.*

The fairy queen went walking
In her garden fair,
She saw some other fairies,
And roses blooming there.

She saw two little elf men,
Among the flowers bright,
And many little fairies
Were dancing in the light.
—*Class production.*

In this one the teacher suggested a few changes in the order of wording; for example *garden fair* and *flowers bright* in order to put easy riming words at the end of the line.

I was in the garden,
A little swing was there;
I saw a little fairy
Swinging in the air.
—*Two children's work.*

The next day the children illustrated these rimes and a fairy book was started. They also made up little tunes for the rimes when this was suggested by the teacher. In making the tunes one line at a time was taken and everybody tried all at once to make up a tune. The teacher had to listen to the babel of sounds and locate the most promising one, letting that child sing alone. Then she repeated the melody on the piano and jotted it down on paper. In this way the whole song was built. Then the entire song was played by the teacher and sung by the children with the greatest enjoyment. They truly admired their own compositions. The melodies are as simple as the rimes, but proved quite singable and some of them are very pretty.

At this stage a child returned who had been sick for a long time. The fairy book was shown to her and the songs sung for her. The next day she announced that she had a rime, too. This is it:

When I was going to the park one day,
I saw a little fairy on the way;
I said "How do" to him,
He said "How do" to me,
And then he flew away.

This was duly set to music. The songs and pictures were mounted and made into a booklet and pronounced finished. But shortly after, one child said, "Let's make a big book of songs. Let's make up songs about Washington's birthday and Valentine Day and Easter and everything." So they did. It was just about the fourteenth of February by this time, so Virginia and Frances made up this song, both words and music:

Will you be mine,
My sweet Valentine?
I love you well
I'm bound to tell.

Virginia had started it, but stopped with the second line quite content. Then the teacher suggested that it did not sound finished. It seemed to need something else, so Frances supplied "I love you well, I want to tell." Another child thought it ought to be "I'm bound to tell."

A flag song and a rainy day song came next, neither of any note especially, though

of course they are in "Our Rime and Music Book." Then came a Morning and an Evening Song:

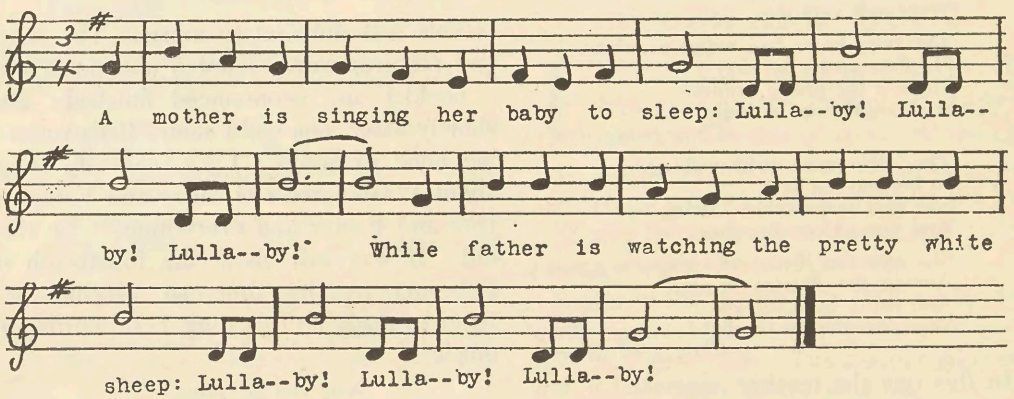
I love the morning songs so well,
I love the birds and sun;
I love to go to school each day,
Because there we have fun.

The word *there* was suggested by the teacher to make the proper rhythm. The Evening Song took the form of a lullaby, as they had just been reading Christine Rosetti's *Lullaby*.

A mother is singing her baby to sleep,
Lullaby, lullaby, lullaby.
While father is watching his pretty white sheep,
Lullaby, lullaby, lullaby.

The third line was given "While father is watching his sheep." The teacher showed that this line was not long enough to fit the first and the other words were supplied. The music to this one is especially lovely and the children are delighted with it.

EVENING SONG



Spring songs are now being made:

Spring is here,
Flowers are blooming;
The sunshine is bright,
And the bees are humming.

Summer is coming!
We love it well.
That is the news
That the bluebirds tell.

The class entertained the first grade teacher of the city at their meeting in March by singing a group of their songs and they also sang them at the auditorium in March.

Every day or so some child wants to make a song, so the book is steadily growing. And inspired by the efforts of this class, some of the other classes are trying to make songs for themselves.

ELIZABETH M. GRUBB

SOME HISTORICAL ROMANCES OF VIRGINIA

ONE of the earliest historical romances of Virginia is *Swallow Barn* by John Kennedy. It was written in 1832, and is a story of an old Virginia home on the James River. While this book was popular in its day, and is still considered a standard of its kind, it is rather appalling to the casual reader of this day, with its slow movement, its somewhat ponderous style, and above all the fearful illustrations one meets in the old volume. Its content, however, is worth while, and if one is brave enough to read it, the reward is a delightful picture of old plantation life. It is said that Thackeray knew and liked Kennedy and his stories of old Southern life, and the tradition is that he asked Kennedy to write a chapter for his novel, *The Virginians*. The fourth chapter of the second volume of

The Virginians is said to have been written by Kennedy, but this is not certain.

Certainly, it is a source of pride that Thackeray chose our state as the scene of his historical novel, and Castlewood, Westmoreland County, Virginia, as the estate of the Esmonds. In the opening paragraph he describes the portraits of the two Virginians, brothers, who fought on different sides in the Revolution—one a Colonel in scarlet, the other a General in buff and blue; This is a favorite theme with us in the Civil War. We are apt to forget it could be done in the Revolution also.

Of a little later period is John Esten Cooke, born in Winchester, Virginia, an important writer of the older group. His romances are in two divisions, those of Colonial or Revolutionary times, and those pertaining to the Civil War period. To the former class belongs *The Virginia Comedians* (the title of which is echoed in Ellen Glasgow's *Romantic Comedians),* and the best known of the second group is *Surry of Eagle's Nest,* which tells of Confederate heroes and brave deeds. Cooke stated that the aim of his novels was "to paint the Virginia phase of American society, and do for the Old Dominion what Cooper has done for the Indians, Simms for the Revolutionary drama in South Carolina, Irving for the Dutch Knickerbockers, and Hawthorne for the weird Puritan life of New England."

Both John Kennedy and John Esten Cooke have given us the story of the old South, the early Virginia, as they knew and loved it; and historically they are important chroniclers. Through their idealistic treatment they belong to the romantic school.

As he grew older, Cooke admitted that he was being supplanted by the writers of the more realistic school just coming into vogue. These had more care for style and composition, but they still had romantic tendencies, and would be considered romanticists today. The leading figure of this school is Thomas Nelson Page.

Page started writing stories and sketches for magazines and newspapers, and *Marse Chan* was first published in Scribner's Magazine in 1884. It was two or three years later that *Meh Lady* and *Unc' Edinburg's Drowndin'* were combined with *Marse Chan* to form the volume *In Ole Virginia,* which is said to be the most popular of Page's works.

Born in 1853, Thomas Nelson Page was a child during the Civil War, and was at the impressionistic adolescent age during the era of reconstruction, so that these times of which he writes are "bone of his bone, flesh of his flesh."

This time of reconstruction is chronicled in his *Red Rock,* that old plantation that "partly in Virginia and partly in the land of memory." And it is evident that he loves the old country and the old manners, for his introduction sets these before us so vividly and yet so tenderly that our hearts are touched by *Miss Thomasia,* and we find ourselves longing for that time, before the War, "when even the moonlight was mellower."

It was given to Thomas Nelson Page in Virginia and Joel Chandler Harris in Georgia, should be regarded as "good-will ambassadors" in those by-gone days when North and South were joined together but not united. Page himself states in the introduction to the Plantation Edition of his works that he has "never wittingly written a line which he did not hope might tend to bring about a better understanding between the North and the South, and finally lead to a more perfect union."

And we do find in his stories that he keeps prejudice in leash by such impartial means as are in his power: the two little Confederates, loyal with the intensity of youth, yet dig a grave in their garden for the Federal soldier; *Meh Lady,* torn between heart and conscience, surrenders her love finally to a Yankee Colonel; and the hero of *Red Rock,* the ideal Southern cavalier, married a Northern girl.

Page differs from Joel Chandler Harris in his treatment of the Negro. Uncle Remus tells of Brer Rabbit and Brer Fox, who in reality are Negro characterizations, touched by the imagination of Uncle Remus. Page's Negroes speak more of white folks, of doings at the big house, of Marse Chan and Meh Lady. Through his Negroes Page speaks to us and tells us of the life of those times and of the affection existing between the Virginia gentleman and his slaves.

To sum up, Page may be considered the historian of the Virginia that is past, of that romantic era that ends with the nineteenth century.

The third stage of the historical novel in Virginia is represented mainly by Mary Johnston and Ellen Glasgow, and they bring us to the present day.

Ellen Glasgow is said to typify better then any other Southern novelist the change from the old-fashioned to the modern. Page looks back to what has been as "the most glorious chapter in Southern history." Miss Glasgow brings to her work hope for the future along with interest in the past. *The Battleground* is an excellent example of the historical romance; but most of her novels belong only partially to this class, as they are realistic stories of present times with emphasis on historical tradition.

In fact, Miss Glasgow seems to make the present grow out of the past, and uses the old life and manners not merely as a background but as a positive influence for good or ill. With history occupying this important place in her novels, she gives great care to her material and excels in the use of romantic details as part of her local color.

In taking up Mary Johnston, we come to the foremost writer of historical romances in Virginia today. Her novels conform to every requirement of the historical romance, besides being intensely interesting. Her later novels do not equal her earlier works, though she remains faithful to her chosen field.

Nothing can dim the glory of her achievement of these earlier works. They are *Prisoners of Hope, To Have and to Hold, Audrey,* and *Lewis Rand.* In these novels, the historical background is faithful, picturesque, and the style is interesting to modern readers, while the plots are often sensational. What could be more dramatic than the opening of *To Have and to Hold,* when the ship from England comes into Virginia with wives for the colonists, to be paid for with tobacco?

In *Lewis Rand* the ending is most striking, as the hero gives himself up to justice for killing a man in blind anger. "The reason sounded foolish," said one onlooker, "but I've got it right. He said he must have sleep."

Prisoners of Hope was Miss Johnston's first novel, and it is thrillingly interesting. It is seventeenth century Virginia with settlers, planters, Indians, and a love story of appealing and yet tragic interest.

Audrey is a story of Colonial Virginia, also, of a later period than *Prisoners of Hope.* It begins with the expedition of Governor Spotswood over the mountains, and later the scene shifts to Williamsburg, where there is still today pointed out a little wooden building called "Audrey's House." It is the love story of a nameless girl of the woods, Audrey and the man of the world and aristocratic beau of Colonial society. The Virginia woods, the Colonial capital, and the spirit of those times, seem very real in this book, and the beautiful Evelyn Byrd gives added charm and romance to the story.

Audrey was so well received as a novel that it was made into a play and given on the stage in Richmond, but it was not a success and was soon taken off. *To Have and to Hold,* however, was a great success in moving pictures and a photoplay edition with scenes from the picture has been published.

After meeting Evelyn Byrd in *Audrey,* it is interesting to read her love story from another point of view, as set forth in

Marion Harland's book, *His Great Self,* in which William Byrd is shown as forbidding the marriage of his daughter, Evelyn, to her Catholic English lover, and we all know the tradition that she later died of a broken heart. The book is well worth reading, picturing as it does the Byrd family life and the social life of the river-estates, mainly Westover. At this time, with a Byrd Governor of Virginia, it seems especially interesting. It is delightful, also, to follow with the author the housekeeping of the second Mrs. William Byrd of Westover. She is portrayed as enveloped in snowy apron putting up her famous preserves, or with recipe before her concocting some unusual delicacy, all the while gossiping or discussing her excellent husband and step-daughter, Evelyn. One dinner is described in detail and a footnote is added to the effect that this is a true menu, handed down from that time. And of course Marion Harland, the author, knew what she was talking about, as she was also the author of the famous cook book.

Another book of Virginia life, though not by a Virginian, is Hopinson Smith's *Colonel Carter of Cartersville,* too well known to need any introduction. Mrs. Roger A. Pryor, author of *Reminiscences of Peace and War,* wrote also a pleasing historical romance of Virginia, *The Colnel's Story,* where the old Colonel loves from childhood the young heroine who marries a boy young like herself.

And so it goes. There are many historical romances, and they seem native to Virginia soil. Each of us is apt to have a favorite—either author or novel—one that we think of instinctively as especially interesting. One person selects John Esten Cooke, because he grew up on his romances, another says *Red Rock* is a masterpiece, while another chooses Mary Johnston as the real magician.

Yet Mary Johnston's stories of Civil War times, *The Long Roll* and *Cease Firing,* were never popular. She seems to catch the spirit of Colonial times better than that of the War between the States. Perhaps she attempts to much in the way of serious writing in these two, for they never had the appeal of her novels of earlier historical setting. These are perhaps too much history, instead of history used merely as a background for a romance, as she knows so well how to do.

Most of us, however, have to dig back into memory and wonder what impressed us most years ago when we read these books for it is a fact that we do not read them now. It seems really a great pity—historical romances should appeal to us still. Surely they do not go out of style; the very background of a former age is what makes them valuable. And it would be good for us to read more of them today —to dip into other times and forget a little all modern problems, in living again the real hardships of earlier and hardier days; to mix with a people who knew how to live, how to love, and whose characters show a strength of purpose, a steadfastness, that we must admire. These are the early Virginians, the Colonials, the Confederates, and their stories tell of "old, unhappy, far-off things and battles long ago."

LUCY MCILWAINE DAVIS JONES

THE AMERICAN LIBRARY ASSOCIATION: ITS BEGINNINGS

THE origin of the American Library Association was briefly discussed by Carl H. Milam, Secretary of the American Library Association, at a recent meeting held to consider the implications of the new Graduate Library School at the University of Chicago. A grant of $1,385,000 for the establishment of such a school has recently been made by the Carnegie Corporation. In part, Mr. Milam said:

"Fifty years ago there were comparatively few libraries and such libraries as existed were not much like those we know today. They were collections of books carefully

protected behind wire screens, if not behind locked doors. There was no such thing as classification, generally speaking. No one had thought much about children's libraries; there were no branch libraries; there were no traveling libraries.

"But there were a few people among the librarians fifty years ago who dreamed of better things, and they got together and formed the American Library Association in Philadelphia in 1876. As a result, they developed the classification schemes now to be found in every library; they brought the books out from behind the screens; they established children's libraries; they established branches; they established library schools; they established state traveling libraries and state library extension departments. School libraries and all of the modern tendencies of library work were more or less visioned by those early members.

"You will now find in every large city and in most of the small cities, public libraries. As a result of the very great growth of libraries in this country, due to the impetus of our vast resources; to the interest aroused by Mr. Carnegie who offered a bait to any town which would establish a library; to the influence of the leaders of the library movement who have always been willing to sacrifice a day, or a week, of their own time to bring into existence a new library—as a result of all these things, America has taken a leadership in the library movement.

International Aspects of A. L. A. Work

"Last year when the American Library Association celebrated its fiftieth anniversary, fifty-three representatives of twenty-three different countries all over the world came to help us celebrate. A number of those delegates attended the British Jubilee Conference this year at Edinburgh and there was formed there, as a result of an investigation made by the American Library Association, an International Library and Bibliographical Committee.

Two or three years ago the Chinese Education Association asked the American Library Association to send a delegate to China to make a survey of libraries in a civilization two thousand five hundred years old, and to make recommendations to that country as to how it should develop modern libraries. Dr. Bostwick of the St. Louis Public Library was sent on a very successful mission.

"In Geneva this summer an A. L. A. representative spent several hours in conference with the secretariat and the librarian of the League of Nations Library advising with them upon plans for the wise expenditure of the two million dollars which Mr. Rockefeller has given for the League of Nations Library.

"I cite these things as an indication that the American library movement has a standing in the world. If, then, we have done such work as will command the respect of librarians, bibliographers, scholars and educators throughout the world, what is left?

"No library in America is as good as it should be. Many are hardly worthy to be called modern public libraries. There are not enough librarians to go around. There are ten schools without a library to one school with an organized collection of books which permits the children to read after they have been taught how. All of these problems are more than local and it is the business of the American Library Association to consider them in a national, and even a bi-national way, for, from the beginning, it has been an Association of the United States and Canada.

A. L. A. Activities In America

"The American Library Association and its committee members throughout the country are serving as a bureau of information on library matters in the hope that from year to year there may be a gradual improvement. The Association conducts a continual campaign for the better support of libraries and the better use of libraries. It issues publications for librarians. It aids

in book selection and publishes lists for the guidance particularly of small libraries. It has within the past two years distributed 350,000 reading courses bringing to the libraries the professional advice of such men as Vernon Kellogg, Edward E. Slosson, William Allen White, Samuel McChord Crothers, Herbert Adams Gibbons, Hamlin Garland, Lorado Taft, and a score of others. This is a part of the Association's efforts to promote adult education through libraries and to help libraries to become more important agencies for the education of the ambitious men and women who want to study.

"The Board of Education for Librarianship, which is one part of our organization, has been concerned with the advancement of library schools. It is on recommendation of this Board that standards are set for library schools. It is on its recommendation that grants are made for the advancement of library schools. It was on the recommendation of this Board that the grant was made to the University of Chicago for the establishment of the advanced library school here.

"The Association conducts surveys and investigations in various aspects of library work. Within the past few days we have been called upon to prepare a plan for the relief of the libraries ruined by the Mississippi flood. On our recommendation an appropriation has been made for a survey of libraries in British Columbia. It was on the recommendation of the American Library Association that demonstration library work was undertaken in Louisiana to determine whether a state which had made little progress in libraries could be advanced materially within a few years.

Rural Library Need Is Greatest

"But the greatest problem grows out of the fact that there are still 50,000,000 people in the United States and Canada without libraries. Forty-five millions of them live in the United States and 42,000,000 live in the country districts of the United States.

"We believe that citizens should have the opportunity for education throughout all the years of their lives. We are attempting to teach children to read—all the children. We have accepted libraries as necessary in the city. But there are 83 per cent of our rural population without libraries.

"The county library is the solution. If we face seriously the problem of equal opportunity for the people in the country with those who live in town, it is simply a problem of finding out how libraries may be established for 2,800 counties in the United States which do not have any sort of library.

"The work of libraries seems more important as one visualizes the changes in education which have been brought to our attention tonight. The responsibility for the advancement of libraries and for the establishment of libraries where they do not exist rests largely upon those who are in some way identified with libraries."

ORIGINAL RHYTHMIC DANCES

ONE of the most fascinating and helpful activities of primary children is rhythmic songs and dances. They offer much chance for individual expression of pupils as well as for group co-operation. The work starts with the known. The teacher of the lower grades shows the children simple steps and music to the nursery rhymes that they are familiar with. The children thus gain a sense of rhythm and begin dramatic imitation, which is natural to pupils of this age. As we go on to the fourth grade, the pupils like to suggest their own interpretations of the songs. Then it is helpful to introduce the less well known works or original dances.

The following are some of the original steps set to the familiar music of the nurs-

ery rhymes by members of a class studying primary methods of teaching health education. These are only a few specimens to illustrate what can be done.

YANKEE DOODLE

Music: Clark—*Physical Training for the Elementary Schools*—Page 201. Benjamin H. Sanborn and Co., Boston, 1927.

Formation: Single circle facing toward the center.

"Yankee Doodle went to town
Riding on a pony."

Bend knees to deep knee position on words "Yankee," "went," "upon," and "pony." Keep hands in front of you, elbows bent as though holding reins.

"Stuck a feather in his cap
And called it macaroni."

Slowly take a feather from crook of left arm and place it in your hat.

"Yankee Doodle ha, ha, ha."

Throwing arms above the head, bend forward once, as though laughing heartily. Don't fail to laugh, too.

"Yankee Doodle dandy."

Place hands on hips and stamp feet in place.

"Mind the music and the step"

Shake your finger at person opposite you in the circle.

"And with the girls be handy."

Placing hands on hips, turn around in place.

RUTH BOWMAN

BOBBY SHAFTO

Music: Hollis Dann—*First Year Music Book*—Page 11. American Book Company, New York, 1924.

Formation: Double circle, partners facing each other, one with back to center.

"Bobby Shafto's gone to sea."

Turn around to the right in place, looking through a circle made by forefinger and thumb of right hand.

"With a silver buckle on his knee"

Slap right knee with right hand.

"He'll come back and marry me."

Point first to partner and then to yourself.

"Pretty Bobby Shafto."

Turn around in place and end facing your partner.

RUBY SMITH

HICKORY, DICKORY, DOCK

Music: Hollis Dann—*First Year Music Book*—Page 59. American Book Company, New York, 1924.

Formation: Simple circle, all players facing center with hands on hips.

"Hickory, dickory, dock."

Take three slides to the right.

"The mouse ran up the clock."

Face left and take seven running steps around in place.

"The clock struck one"

Clap hands on "one."

"The mouse ran down"

Face right and take six running steps around in place.

"Hickory, dickory, dock."

Take three slides to the left in the large circle.

CATHERINE BRANCH

BAA, BAA, BLACK SHEEP

Music: Elliott—*Mother Goose's Nursery Rhymes set to Music*. McLoughlin Bros., Springfield, Mass.

Formation: A single circle joining hands. One child in center, for the little boy in the lane.

"Baa, baa, black sheep,
Have you any wool?"

The players in the circle take eight slides to the left.

"Yes, sir, yes, sir."

Players in circle place hands on hips and nod emphatically twice.

"Three bags full."

Players stretch out their right arms ex-

tending three fingers. On the word "full" they describe a big circle in front of them with their arms.

"One for my master"

Players turn right making a low gesture with the right arms as they bow.

"One for my dame"

Players repeat the above to the left.

"But none for the little boy"

Those in circle put hands on hips and shake their heads four times; the center player cries.

"That cries in the lane."

The players in the circle take three running steps turning right in place, then stamp the right foot and point the forefinger of the right hand at the boy. He in turn runs from the circle still crying.

MARGIE NEFF

TICK TOCK

Music: Hollis Dann—*First Year Music Book*—Page 66. American Book Co., New York, 1924.

Formation: Partners in circle formation, one group facing the center, the others the outside.

"Hark how the clock goes"

Put right hand behind the ear and bend head as if listening.

"Tick tock, tick tock."

Clap right hand with partner's right four times.

"All he can say is"

Put left hand behind ear and bend head left as if listening.

"Tick tock, tick tock."

Clap left hand with partner's left four times.

"Oh, such a chatter box"

Point right foot forward, return, point left foot the same.

"Talking, talking"

Shake right forefinger at partner twice.

"Come, little tick tock,
Tell me the time."

Clap hands together seven times and your partner's once on the last word.

Partners join hands and skip to the right around the circle as all the music is repeated.

PEARL SMITH

HEY DIDDLE DIDDLE

Music: *Mother Goose Record Book.*

Formation: Single circle, hands joined, facing toward the center.

"Hey, diddle, diddle, the cat and the fiddle"

Skip to the right four steps.

"The cow jumped over the moon."

Skip two more steps right and jump with feet together on the word "moon." As you jump, place hands on hips.

"Ha ha, ha, ha, ha etc."

Join hands again and skip seven steps to the left.

"The little dog laughed to see such sport"

Place hands on hips, as if laughing. Bend the trunk forward.

"While the dish ran away with the spoon."

Join hands and take short running steps to the right.

SYLVIA MYERS

LITTLE BIRD

Music: *Mother Goose Rhythms Set to Music.* McLaughlin Bros., Springfield, Mass.

Formation: Two single lines facing each other at either side of the room.

"Once I saw a little bird"

Contract the eyebrows, bend the head and take three careful steps forward.

"Come hop, hop, hop"

Take three large hops forward, on both feet.

"Will you stop, stop, stop?"

Shrink backward, and take three jumps backward.

"And was going to the window"

Take four skipping steps to the right as if to look out of the window.

"To say, 'How do you do'?"

Make a slight bow, or nod with the head.

"But he shook his little tail"

Place hands on hips, hold heads high and jump around in place to the left, feet together.

"And far away he flew."

Run as quickly and lightly as possible to the wall from which you started.

LOUISE BLOXOM

OLD KING COLE

Music: Hollis Dann—*First Year Music Book.* American Book Co., New York.

Formation: A single circle.

"Old King Cole was a merry old soul
And a merry old soul was he."

Join hands and skip to the right.

"He called for his pipe."

Motion as if for a pipe, and then hold it to your mouth.

"And he called for his bowl"

Pantomime eating from a large bowl held in the left arm.

"And he called for his fiddlers three!"

Motion for the fiddlers to come.

Chorus:

"Tweedee, tweedee, tweedee, went his fiddlers three."

Repeat.

Pantomime playing the violin.

On the second stanza use the "pipers" in place of the "fiddlers" and pantomime playing a fife.

The third verse has "drummers" in place of "fiddles" and a suitable pantomime for that in the chorus.

"Dancers" is used in the fourth verse. In the chorus, the players join hands and skip to the right.

DOROTHY BURNETT

ELIZABETH L. KNIGHT, *Chairman*

THE FIFTH GRADE BUYS PICTURES

I. What the Children Will Do:

A. They will probably decide that in order to buy suitable pictures for the classroom, it will first be necessary to study pictures.

B. They will decide upon what pictures to study:
   1. By looking over pictures suitable for the fifth grade.
   2. By voting for the pictures which appeal to them.

C. They will write business letters to publishers asking for catalogs from which to order copies of the pictures studied.

D. They will make a booklet to contain:
   1. A neatly lettered front with such inscriptions as:
      (a). Stories Pictures Tell
      (b). My Picture Booklet
      (c). What Pictures Seem to Say
   2. Copies of the pictures studied.
   3. A paragraph interpreting each picture.
   4. A brief description of the artist's life, especially in regard to the picture.

E. They will have practice in the use of oral English through talks:
   1. Interpreting the picture.
   2. Concerning the artist's life.

F. They will present tableaux of pictures studied:
   1. For pleasure in dramatization.
   2. For seeing who can give correctly the title of the picture represented and its artist.

H. They will play a game, "I am thinking of a picture we have studied," and "I am thinking of an artist who painted a picture we have studied."

I. They will read descriptions of the New York and Boston Art Museums, where some of these pictures are.

II. What the Children Will Learn:
  A. They will learn about the artist's life such facts as these:
    1. Millet's rugged home training influenced him to bring out in his picture:
      (a). The beauty of industry and devotion to duty.
      (b). The beauty of mankind consistent with his surroundings.
    2. Corot's even, happy life made him reflect the delightful in nature.
    3. Bonheur's love of animals aided her in life-like painting of animals.
    4. Dicksee chose to depict scenes from history and biography.
    5. Da Vinci's "Mona Lisa" is considered the greatest portrait ever painted.
    6. Ruysdael's love of the out-of-doors is shown in his paintings.
    7. Boughton was interested in life in New England in the seventeenth century.
    8. Raphael's maxim was, "We must not represent things as they are, but as they should be."
  B. They will learn to appreciate a picture for:
    1. The beauty of the representation.
    2. The thoughts to which it gives rise.
    3. The story depicted.
  C. They will learn to feel in
    1. "The Angelus"—the beauty, as shown by Millet, of bodies hardened by work relaxing in the twilight for a moment's thankfulness.
    2. "The Fisherman"—the charm, as depicted by Corot, of a countryside in summer.
    3. "The Horse Fair"—the grace, as drawn by Bonheur, of animals in action.
    4. "The Child Handel"—the passionate love of the musician for music, as shown by Dicksee.
    5. "Mona Lisa"—the variations, as suggested by Da Vinci, in the character and soul of a human being.
    6. "The Mill"—the persistent struggle, as implied by Ruysdael, "which we must make if we secure peace and contentment in our lives."
    7. "The Pilgrims Going to Church"—the souls and personalities of the Pilgrims, as indicated by Boughton, through their faces, which express character and ideals.
    8. "The Sistine Madonna"—the sheer beauty, as shown by Raphael, of mother love, which is an outward manifestation of the soul of the Madonna.

III. Abilities Selected for Emphasis
  A. They will gain skill in
    1. Careful penmanship.
    2. Correct spelling.
    3. Language habits.
    4. Sentence sense.
    5. Paragraph construction.
    6. Simple punctuation.
  B. They will gain ability in expression through
    1. Dramatization
    2. Letter-writing
    3. Lettering and making a booklet.

IV. Attitudes and Ideals Fostered:
  A. Desirable attitudes were developed by:
    1. Enjoyment of the pictures for pleasure.
    2. Criticism of magazines and books consulted for material concerning the pictures studied.
    3. Arousing a feeling for color, grace, and action in pictures.

B. Ideals were emphasized, indirectly:
   1. Through the account of artists' lives, which usually involve struggle and sacrifice for existence.
   2. Through the beauty of thought expressed in the pictures.
   3. Through the story depicted, which often teaches a lesson.
   4. Through a study of the worth while, which should lead to a desire to study other pictures.

V. Bibliography:

Children's

1. Pictures Suitable for Fifth Grade from Which Some Were Selected for study.
   Benner—Shady Corner at Capri
   Bonheur—An Old Monarch
   Bonheur—The Horse Fair
   Boughton — Pilgrims Going to Church
   Breton—The Reapers, Summer Day
   Chice—Race of Roman Chariots
   Corot—The Fisherman
   Da Vinci—Mona Lisa
   Dicksee—Child Handel
   Dupre—Haymaker's Rest
   Millet—The Sowers
   Millet—The Angelus
   Raphael—Sistine Madonna
   Rembrandt—The Mill
   Ruysdael—The Mill
   Troyon—Oxen Going to Work
   Troyon—In the Woods
   Troyon—Return to the Farm
   Van Mareke—Cattle in a Marsh.
2. Carpenter, Flora L.—*Stories Pictures Tell,* Book V. Rand McNally Co., Chicago.
3. Chutter, Frances Elizabeth—*Art Literature Reader,* Book V. Atkinson, Mentger and Co., Boston.
4. Compton's *Encyclopedia.* Vol. VI. Pp. 2976-77.

Teachers'

Virginia State Course of Study, July, 1926. Pp. 119-120.

ELSIE PROFFITT

MOTHER GOOSE VILLAGE

An Operetta for the Kindergarten or First Grade

AS A PROJECT during the month of January it was decided that all the Mother Goose material the children were familiar with should be collected and presented in the form of an operetta. The song period was devoted entirely to Humpty Dumpty, Boy Blue, and about fifteen other Mother Goose songs familiar to all. Each child was given his choice of the character he would like to represent and was made to feel responsible for that part. After each song was learned the child who had chosen the part played it according to his own idea. There were a few solo parts but most of the singing was in chorus.

The synopsis of the operetta was as follows: While little Alice is singing to her doll, she falls asleep and dreams about Bo-Peep. Bo-Peep comes in crying and Alice asks her what the trouble is. It seems that Bo-Peep has not only lost her sheep, but also her way back to Mother Goose Village. Alice is immediately sympathetic and thinks of Old King Cole who lives in London Town. As soon as possible they find Old King Cole's House and knock on the door. They tell him their troubles and he starts out with them to help them find Mother Goose Village. They first go over London Bridge and then find the Crooked Stile. When they cross this, they go up Primrose Hill where they meet Mother Goose. She is very glad to see them and calls Alice Daffy Down Dilly, because she looks so much like Daffy Down Dilly.

Now Alice wishes to see all the Mother Goose people, so they go to the school where everyone may be found. Mother Goose introduces Daffy Down Dilly and the whole school welcomes her with a song. Then the School Master takes off his high silk hat and calls the roll. Everyone answers the roll call by going out in front and acting his part while the others sing for him.

Finally Alice has to go back home, so Mother Goose calls Johnny Armstrong, who takes Alice in his wheelbarrow, the same he took his wife home in. At first Alice was afraid he would give her a fall, but Johnny promises to take good care of her. He gets her home safely and Alice wakes up just as he is leaving. She is so happy over the things that she has seen that she runs to tell her mother about her dream trip.

Many phases of the subject were worked out in handwork. The House That Jack Built cut from paper made an attractive border for the blackboard. Many posters were colored and added much to the decorations of the room. Also many free hand pictures were drawn by the children. Boy Blue and Jack and Jill were perhaps the most popular of these subjects. They were drawn in various ways. Practically all the Mother Goose characters were cut and colored either with or without the use of patterns. As a grand finale to this coloring and cutting work, a Mother Goose Parade was pasted on a long strip of wall paper to be kept permanently on the wall. The children also made their own costumes and were as proud as could be to wear them.

Many original Mother Goose games and story plays easily grew out of the songs and stories. There are two, "Jack Be Nimble" and "Miss Muffet" from Bancroft's *Plays and Games*. Others which may be easily acted are "Hickory Dickory," "Mistress Mary," and "Boy Blue."

Stories and poems on this subject are innumerable and it is rather difficult to select the best. The majority of the poems were taken from *The Little Mother Goose* illustrated by Jessie Wilcox and *The Only Mother Goose*. The stories were selected from Madge Bingham's *Mother Goose Village* and Julia Cowles' *The Children's Mother Goose*.

After the songs were learned and the major characters had had about two practices alone, the operetta was organized. It was impressed upon each child just what he was expected to do and he felt his own responsibility for the whole. After about four practices, the children represented the characters remarkably well and the operetta was ready to be presented. The mothers were invited for the final production and were well pleased with the program. The Mother Goose Band favored the audience with a few selections at the close of the operetta.

BESS COWLING

A minimum spelling list of 2,500 words which pupils in elementary schools of the city are expected to acquire as they progress from grade to grade has been accepted by the board of education of New York City. It was prepared by the director of the bureau of reference, research, and statistics, following a national survey of spelling lists in use in leading school systems. The list will form a part of the revised course of study in spelling for elementary schools soon to be recommended for adoption by the board of superintendents.

"Wanderlust walks" on Saturday afternoons are promoted by the division of physical and health education of the board of public education of Philadelphia. Originally organized for the benefit of teachers in public schools of the city, they are now conducted by a voluntary committee of 34 leaders as extension health work of the board, and anybody is welcome to take part. A printed program of walks is provided which gives detailed information concerning the weekly trips. During the past year 47 walks were conducted in which 1,467 members participated.

For the accommodation of married graduate students at Harvard University, the Harvard Housing Trust is erecting a building at Holden Green, Cambridge. Provision will be made for 22 apartments and 1 small house. Rents will be from $39 to $59, and occupancy is promised by September 15.

THE VIRGINIA TEACHER

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Manuscripts offered for publication from those interested in our state educational problems should be addressed to the editor of THE VIRGINIA TEACHER, State Teachers College, Harrisonburg, Virginia.

EDUCATIONAL COMMENT

ANNUAL REPORT OF SOCIETY FOR THE PREVENTION OF BLINDNESS

Remarkable progress in 20 years' organized efforts to reduce the frequency of blindness in America, pointing to possible elimination of the principal diseases causing blindness and the reduction of eye injuries to a minimum, is shown in a summary of accomplishments being mailed to members of the National Society for the Prevention of Blindness.

The greatest single achievement has been in the field of ophthalmia neonatorum, commonly known as "babies' sore eyes," the Society reports. As a result of adoption of laws, in most states, requiring doctors, nurses, or others in attendance to put prophylactic drops in the eyes of babies at birth and the constant educational activities of the Society, the report says, the frequency of ophthalmia neonatorum as a cause of blindness among those admitted to schools for the blind has diminished each year until now it is 64 per cent less than in 1908. Complete eradication of this source of blindness—once the most prolific of all causes—is said to be scientifically possible.

The Society is helping to safeguard the eyes of the next generation, the report points out, by following up its work for prevention of blindness at birth with demonstrations of preschool eye tests, preschool clinics, and co-operation in establishment of sight-saving classes for the education of children with seriously defective vision. Using a recently perfected technique it is now possible to test, with some accuracy, the vision of children too young to read the letters on the charts used for adults. The sight of children as young as three and four years has been successfully tested in this way and in many cases conditions requiring immediate attention have been discovered and remedied.

Special "Sight-Saving Classes" in public schools, first advocated by the Society in 1911, have been established in 80 cities in 18 states. There are now 292 such classes in which, through the use of special large type books, movable desks, ideal lighting, and special teaching methods, children with little vision are not only given the same sort of education that children with full vision receive, but they are taught how to conserve their remaining sight. However, whereas there are less than 300 such classes, at least 5,000 are needed, declares William Fellowes Morgan, President of the Society, in a foreword to the report.

Hope is expressed in the report that at last the struggle of medical men with the scourge of trachoma, one of the great international sources of blindness, is being rewarded by some definite understanding of the causative factors of this disease of the eyes. Credit is given to Dr. Hideyo Noguchi of the Rockefeller Institute who died May 21 and whose research during the last year of his life helped toward solving the mystery of trachoma which has baffled medical men of the world for centuries.

Eye hazards of industrial occupations still constitute one of the most serious causes of blindness in America, the report emphasizes, despite the strides that have been made toward the prevention of accidents generally in industry. It has been estimated that about 15 per cent of the 100,000 blind

men and women in the United States lost their sight from this single source of blindness. Recognizing the importance of educating workers in dangerous occupations on care of the eyes, the Society has during the last year brought the essential facts concerning eye hygiene, the prevention of accidental injury to the eyes, and the importance of good lighting before approximately 3,000,00 men and women engaged in the most hazardous industries.

FOUNDATION PROVIDES LECTURES FOR HIGH SCHOOL

A fine arts foundation in the R. J. Reynolds High School, Winston-Salem, N. C., has been established by a local citizen, chairman of the board of city school commissioners. The specific purpose of the foundation is to bring to the city each year recognized leaders in different realms of activity, who through inspirational addresses and the power of their personality will be a constructive influence in the lives of students. Lecturers for the past year included representatives of two important educational institutions in the South, a distinguished American poet, a naturalist and writer on scientific subjects, an American sculptor, a prominent minister, and an internationally known medical missionary.

RESEARCH PROJECTS ENGAGE 300 OF UNIVERSITY GROUP

While six thousand students from fifty countries gathered at the University of Chicago for the opening of summer school, three hundred faculty members and advanced students of the regular school term prepared to leave for all parts of the world in the University's annual summer research migration, with their goals ranging from Siberia, Samoa, and Mongolia to the cultural centers of the Old World and the still older archaeological world of Asia Minor and Egypt.

Most widespread are the activities of the Anthropology Department. Paul Diffenderder, graduate student, will leave to study the ethnology of the Samoan Islands at Pago Pago; Alonzo Pond has gone with the Roy Chapman Andrews expedition to the Gobi Desert to study ancient man in China; Paul Martin will accompany the Carnegie Institution's expeditions to Chichen Itza, Yucatan, Mexico, to unearth the Maya civilization; Paul Nesbit has already gone to Algiers to take charge of the work of the Logan-Beloit expedition; Wendell Bennett has left for Hawaii to study race relations there.

Cornelius Osgood is off on a dangerous mission to the Canadian coast of the Arctic Ocean to live with the Hareskin Indians for a year; Charlotte Gower will leave for an obscure community in Sicily on a Social Science Research Fellowship to study it for a year; and Gerhart Laves will go with the expedition of the American Museum to study the fossilized finds of humans and animals of Folsem, New Mexico.

Ten members of the department will start the third year's work of a ten-year project for uncovering the life and culture of the precolumbian Indians of Illinois, in the mound districts. F. K. Li will study Indian language in the Mackenzie Valley and Harry Hoyer their language in Oklahoma.

Over one hundred and fifty will go to all parts of the United States, Canada, and Mexico from the Departments of Geography, Geology, and Botany on research field trips, most interesting of which will probably be the expedition of a geography group to an isolated community in the heart of agricultural Mexico, south of Mexico City, in a region which has never been scientifically described. The five expeditions of the University's Oriental Institute will continue their researches in Egypt and Asia Minor, with Professor Chiera compiling his Assyrian Dictionary at Bagdad and Professor J. M. P. Smith, editor of the Univer-

sity's revised Old Testament, working in Jerusalem.

Nine other University faculty people have foreign research fellowships, four in the political science department, one in psychology, one in history, one in finance, one in physics, one in astronomy and one in history. Twenty history students will be working on their theses outside Chicago, six of them in Europe. Four members of the English faculty will carry on work in literary source material in England. Dean Sophonisba Breckenridge of the Department of Social Service Administration will represent America at the Conference of Social Workers in Paris, and Professor Jerome Kerwin will represent the Association of American Municipalities at Seville, Spain.

EDUCATION IN ACTION

The thousands of volumes in the circulating branches of the New York Public library are about to shed their time-honored dull covers and blossom out in bright new bindings. After a year's experimenting in two branch libraries with gay bindings, library officials have determined that the public prefers its reading matter in bright covers and have selected some thirty new cover materials to replace the present dull reds, browns, blues and greens which, with continued usage, tend to become drab. The public library in New York city is the first in the country to experiment with the adopt bright colors for book covers. The purpose is merely to increase the exterior attractiveness of books so as to give the public added pleasure in its reading. The experiments proved that sample books in the new types of binding were much more in demand than the same books in the old bindings. The diversity of coloring also adds to the attractiveness of book shelves in the branch libraries.—*N. E. Journal of Education.*

Under the single salary schedule recently adopted for schools of Seattle, Wash., the maximum for teachers possessing the bachelor's degree was increased from $2,400 to $2,700. The annual increment was raised from $60 to $100, and the number of increments was reduced from 11 to 8.

THE READING TABLE

NEWBERY MEDAL AWARDED

The John Newbery Medal given annually for the most distinguished children's book of the past year has recently been awarded to Dhan Gopal Mukerji for his book *Gay-Neck.* The presentation was made by Annabel Porter, chairman of the Children's Librarians Section of the American Library Association, at the fiftieth annual conference of the Association held in West Baden, Indiana.

John Newbery, in whose honor the medal is named, was an eighteenth century publisher and bookseller and one of the first publishers to devote attention to children's books. The medal is the gift of Frederic G. Melcher of New York City. Only citizens or residents of the United States are eligible to receive it.

Like all the author's other books *Gay-Neck* is permeated with the spirit of India, the land of Mr. Mukerji's birth. It is the story of a pigeon born in India and of his adventures there and in the World War. E. P. Dutton and Company publish the book.

Among those who have won the medal in former years are Hendrik Van Loon for *Story of Mankind,* Hugh Lofting for *The Voyages of Dr. Dolittle,* Charles Finger for *Tales from Silver Lands* and Will James for *Smoky.*

IMPORTANT JULY MAGAZINE ARTICLES

The ten outstanding magazine articles selected by the Franklin Square Council of Librarians from the July issues of magazines published in America are as follows:

TRAINING IN POLITICAL INTELLIGENCE—Arthur T. Hadley in *Yale Review.*

CHURCH AND STATE IN ENGLAND—W. R. Inge in *Yale Review.*

THE MOCKERY OF AMERICAN DIVORCE—Stephen Ewing in *Harper's Magazine.*

PROGRESS AND PLENTY—Wm. T. Foster and W. Catchings in *Century.*

AT HOME IN PUKA-PUKA—Robert D. Frisbee in *Atlantic Monthly.*

OUR MUDDLING WORLD—Salvador de Madariaga in *Forum.*

SERVICING OUR 260 AMERICAN WAGE—Dr. Julius Klein in *Magazine of Business.*

AIRSHIPS VERSUS AIRPLANES—Arthur R. Blessing in *North American Review.*

BANDED FOR THE BIGGEST BUSINESS—William McAndrew in *Review of Reviews.*

SPIDERS—Friends or Enemies?—John Edwin Hogg in *Field and Stream.*

BOOKS OF INTEREST TO TEACHERS

CITIZENSHIP TRAINING IN THE ELEMENTARY SCHOOL. By Ellie Marcus Marks. New York: D. C. Heath and Co. 1928. Pp. 148. $1.30.

Because the point of view in regard to Citizenship Training presented by the author is the result of years of practical experience with children this book is of great value.

It is the record of work that has been actually done by children from the kindergarten through the sixth grade.

It shows how children may be given real life situations through school activities. It is well illustrated with numerous photographs of various school activities, which elucidate the stenographic reports and add charm to the book.

M. L. S.

NARRATIONES BIBLICAE: From the Vulgate. By Abram Lipsky and Harry E. Wedeck. New York: Silver, Burdett and Company. 1928. Pp. 70. 68 cents.

Teachers of Latin today are generally agreed that the basic objective in studying Latin is to give the pupil power to read Latin as Latin. One of the specific recommendations of the General Report of The Classical Investigation is that, in addition to the usual reading material in first-year Latin books, collateral reading should be provided from the easier and more familiar passages of the Vulgate.

Narrationes Biblicae meets the need specified by this recommendation. By experimentation, the authors have found the material in this book admirably suited for first-year work. Seven dramatic Old Testament narratives have been arranged in seventeen readings, or *lectiones.* In general, the narratives are known to the pupil; only the Latin setting is new. Certain modifications from the Vulgate, both syntactical and verbal, have been made to bring the style of the Latin into conformity with classical usage and its wording more nearly into conformity with the vocabulary for the first year. In the reading of these narratives the pupils' interest in Latin is quickened and their knowledge of it increased.

J. A. S.

THE PASSING OF THE RECITATION. By V. T. Thayer. New York: D. C. Heath and Co. 1928. Pp. 331.

Professor Thayer's purpose in this book, as expressed in his Preface, is to show in what ways the new methods in education are reactions against stereotyped practices of the traditional school—are the results of new developments in biology, psychology, and sociology. He cautions against the danger of formalizing these new procedures, as, in the past, old ones were formalized. While critical of some of the newer theories and methods of recitation, as well as of older or more conservative ones, he seems, through his evaluations, to strike a middle ground between the two extremes. Training for character and citizenship is the keynote of his thesis. Perhaps one cannot agree to all his criticisms, but at least the book serves the superior purpose of setting one to thinking.

B. J. L.

THE PIONEER TWINS, School Edition. By Lucy Fitch Perkins. Boston: Houghton Mifflin Co. 1927. Pp. 228. 88 cents.

This volume in the Twin Series is the story *of* the gold rush in 1850. It tells the story of what actually happened to the Covered Wagons, the meetings with the Indians, the encounter with wild animals, the struggle for food, and the finding of the promised land. It is especially suited to children who have some historical knowledge. It is attractively illustrated in black and white by the author and the cost of the school edition makes it possible for every fifth and sixth grade to own at least one copy.

M. L. S.

TEACHING AND PRACTICE EXERCISES IN ARITHMETIC. By G. T. Buswell and Lenore John. For Grades III, IV, V, VI. Chicago: Wheeler Publishing Co. 1927.

It is generally recognized that a book of such practice exercises is needed to form correct habits of work in the fundamental arithmetical process. In this series we have a valuable set of carefully graded and scientifically selected exercises. The directions to the pupils are simple and specific, the answers are provided for easy checking by the pupils, and the teacher's class record sheet is provided to show the progress of the class. I think the teacher will appreciate the value of the charts provided by which the pupil can find for himself the correct answer to the combinations which he does not know. This will prevent the bad habits of guessing and counting on the fingers. I particularly like the emphasis by the authors on drill for correct habits of work rather than on testing.

E. G.

THE MUSIC HOUR. SECOND BOOK. By Osbourne McConathy, W. Otto Miesner, Edward Bailey Birge, Mabel E. Bray. Illustrated by Shirley Kite. New York: Silver, Burdett and Co. 1928. Pp. 128. 76 cents.

In this book the child's natural desire to sing is strengthened by an abundance of suitable singing material. There is a wide range of interests, from Adventures—A Motor Car Ride, to themes like the Harmonious Blacksmith and Spring Song.

There is a wide range of literature representing such poets as Walter de la Mare, Robert Louis Stevenson, Oliver Herford and others. There is music from such composers as Mozart, Handel, Stephen Foster. One outstanding feature about the book is the number of beautiful illustrations which alone would charm the soul of any child.

M. L. S.

CIVICS AT WORK. By Thames R. Williamson. New York: D. C. Heath and Company. 1928. Pp. 346. $1.16.

Vocational guidance, civics, and civil government are combined in this new book. The section on vocational guidance is business-like, and the one on civil government simplifies and humanizes this subject. With this book children in the grades will learn many important facts with interest and get well started on the road towards good citizenship.

THE AMERICAN PEOPLE. By Willis Mason West. New York: Allyn and Bacon. 1928. Pp. 773.

This is a new history for high schools. The scholarship of the author is well supported by the prestige of the publishers. The printer, the engraver, and the binder are also up to high standards. The work is conceived in the spirit of modern America and is dedicated to worthy citizenship. It is an attempt to make clear to the student the fundamental history of American institutions. Political matters are subordinated to the treatment of social and industrial life. This is especially true of the period since the Civil War.

JUNIOR CITIZENS IN ACTION. By Walter R. and Frances K. Hepner. Boston: Houghton Mifflin Company. 1928. Pp. 269. 92 cents.

This is a social civics reader for the intermediate grades. The home circle is taken as a potent genesis. Mr. Hepner tells the story of Edward Bok's boyhood; the club learns why State City is a healthful town; the Pony Express and a Presidential inauguration come in for a share of interest and attention. Attractive pictures enhance the volume.

OURSELVES AND OUR CITY. By Frances Carpenter. New York: American Book Company. 1928. Pp. 309.

The big double-column pages in this book are interesting reading, and they are made all the more attractive by numerous pictures. Altogether it is just the sort of volume that a boy or girl in the grades will want to lay hands on and read from cover to cover. And then the reader will not only be better informed but also feel more like being a real citizen.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

NEWS OF THE CAMPUS

The commencement season program was modified because of the sudden tragedy which resulted in the death of three students and the injury of a fourth. The final exercises were on Monday, June 11, with the baccalaureate sermon on Sunday, and a recital by the music and expression departments Friday evening, June 8.

Sixty-five students receiving the bachelor of science degree, and 122 receiving the normal professional diploma made the largest graduating class in the history of the college. Degrees were awarded posthumously to Margaret Knott of Portsmouth and Pauline Vaden of Danville, the two seniors who were killed in the accident. The two year diploma was likewise awarded posthumously to Florence Sedwick, the sophomore who was killed. Mr. Duke announced that he would confer the bachelor's degree upon Lorraine Gentis as soon as her condition permits.

Dean W. S. Gray, of the University of Chicago, was the commencement speaker. His address centered around the thought that elders, and particularly teachers, have a great responsibility in molding youth by guiding children in what they read.

President Duke made a number of important announcements. To many the fact that the A. M. degree is now the minimum requirement for faculty members was news. This change means progress in the standards of the school.

The following resignations in the faculty were announced: Dr. N. S. Herod, professor of Physics, goes to Georgia Tech; Miss Mary Morgan and Miss Alberta Ross leave the Home Economics department; and Mrs. Prentiss Welch and Miss Marie Alexander leave the training school, the latter to accept a position in the faculty of the State Normal School at Livingston, Alabama.

Miss Katherine M. Anthony, who has just completed a year's work at the University of Chicago, and Miss Margaret V. Hoffman, who recently received the A. M. degree from the University of Pennsylvania, return to the college staff after leaves of absence.

New appointments are Dr. H. G. Pickett, University of North Carolina, Physics; Professor R. M. Hanson, A. M., University of Nebraska, Geography; Mrs. Adele Blackwell, A. M., George Peabody College, Home Economics; Miss Julia Robertson, A. M., Columbia University, Home Economics; and Miss Grace M. Palmer, A. M., Columbia University, Fine Arts.

The "Snyder" prize, given annually to the writer of the best article appearing in the *Breeze,* was awarded Kathryn Pace, of Hampton. She is the present editor of the newspaper.

Bishop A. R. Clippinger of Dayton, Ohio, delivered the baccalaureate sermon. The size of the student body made it necessary that the service be held in Walter Reed Hall since its seating capacity is larger than that of any of the city churches. Bishop Clippinger carried every visitor, faculty member, and student with him in thought as he showed how religion and science are allied and not opposed. The gripping sermon together with the appropriate music arranged by Miss Edna Shaeffer filled an hour of worship that will not soon be forgotten.

The Saturday of commencement was "Alumnæ Day." A number of the old girls returned; Alumnæ Hall was reserved for their accommodation. The dinner Saturday night was a substitute, simple in every phase, for the annual Alumnæ banquet.

The vesper services under the auspices of the Y. W. C. A. were held in the open-air auditorium early Sunday evening. Bishop Clippinger again spoke; the music and the out-of-doors made the service very lovely.

Later Sunday evening the Seniority service was held on the campus. The two upper classes went through the rites of the passing on of seniority, the major feature of which is the giving of the caps and gowns to the juniors by the seniors.

The *Schoolma'ams,* in the nineteenth edition, were distributed shortly before the students left College. Helen Goodson, Norfolk, and Lucy Gilliam, Petersburg, together with their staff, published a very worthy volume. The book is dedicated to the memory of James Chapman Johnston, former professor in the College who died about a year ago.

The merit roll for the third quarter, 1927-1928, is announced as follows:

Seniors: Mary Moore Aldhizer, Broadway; Mary Travers Armentrout, McGaheysville; Pattie Waller Callaway, Norwood; Martha Overton Cockerill, Purcellville; Martha Cosby Derrick, Pulaski; E. Lorraine Gentis, Norfolk; Mary Alice McNeil, Fishersville; Mary Gordon Cameron Phillips, Gloucester; Mrs. Mary Finney Smith, Parksley; Mamie Snow Turner, Stone Mountain; Virginia Mae Turpin, Norfolk; Genevieve Warwick, Norfolk.

Juniors: Elizabeth Cockerill, Purcellville; Kathryn Neeson Compton Harris, Wheeling, W. Va.; Janet Elizabeth Houck, Harrisonburg; Elizabeth Roberts Miller, Smedley; Kathryn T. Pace, Hampton; Blanche Sprinkle, Roanoke.

Sophomores: Margaret Helen Baillio, Oceana; Estelle Shirley Crockin, Norfolk; Ruth Elizabeth Dold, Buena Vista; Elizabeth Lee Kaminsky, Norfolk; Hannah Naomi Lewis, Norfolk; Bernice Amelia Mercer, Norfolk; Sylvia Graham Myers, Harrisonburg; Mary Elizabeth Ruhrman, Pa.

Freshmen: Rebecca Beverage, Monterey; Caroline Marie Mauck, Harrisonburg; Shirley Elizabeth Miller, Edinburg; Virginia Gertrude Rust, Flint Hill.

ALUMNÆ NOTES

Nan Wiley of Crozet mailed a post card on June 25 from Toronto, Canada, where she was attending the Baptist World Al-

liance. She says: "We drove through the country and have found such wonderful scenery and such pleasant people."

Frances Sellers writes from Damascus, Va., and says, "I am preparing a literary society program on 'Contemporary Writers of Virginia'."

The Richmond *Times-Dispatch* of June 10 carried a fine picture of Sarah Chaffin, who had just taken her M. A. degree from Columbia University. After graduating here Sarah went to George Peabody, where she took a B. S. degree. She will teach next year in the University of Texas.

At least six members of the class of 1913 were present this year at commencement, to-wit, Mrs. Landon L. Davis (Elizabeth Montgomery Kelley), of Waynesboro, president of the class; Martha Miller, of Staunton; Mrs. Charles L. Funkhouser (Edith Suter), of Dayton; Anna H. Ward, of Chester; Frances I. Mackey, of Riverside; Alma Reiter, of Harrisonburg.

Mrs. Davis, at her class reunion, read letters from other members of the class, namely, Mary Settle, who now lives in Norfolk; Janet Farrar, who has been teaching in Cleveland, Ohio, for several years; Juliet Gish, who wrote from Knoxville, Tenn.; Janie Werner, who is still teaching at Charlottesville; Mrs. Hare (Nannie Cox), who lives at Fort Blackmore, Va.; and Lillian Gilbert, who wrote from George Peabody College.

We are pleased to record the following marriages:

June 1, Reefa Belle Hoover to Mr. William H. McGuffin, at Timberville. At home, after July 1, at Warm Springs, Va.

June 14, Elsie Virginia McPherson to Mr. Harry L. Hart, at Buchanan, Va.

June 30, Mary Stuart Hutcheson to Mr. Ralph T. Dalton, at Waynesboro, Va.

OUR CONTRIBUTORS

WILLIAM S. GRAY is dean of the School of Education, University of Chicago, and an authority of high standing in the field of reading. This lecture was delivered as the commencement address at the State Teachers College, Harrisonburg, on June 11.

CARRIE BELLE PARKS is a teacher of English at the State Teachers College in Indiana, Pennsylvania, and is known to readers of this magazine for her earlier contributions.

ELIZABETH M. GRUBB writes here of her experience in teaching an advanced first grade in the J. E. B. Stuart School, of Norfolk, Virginia. Miss Grubb is a graduate of the State Teachers College at Harrisonburg.

LUCY McILWAINE DAVIS JONES is a native of Petersburg and the daughter of a prominent Virginian Arthur Kyle Davis.

ELIZABETH L. KNIGHT, who is a junior in the College, here presents the assembled dances arranged by members of a class of which she was a member.

ELSIE M. PROFFITT is a teacher in the Handley Schools, Winchester, Virginia, and a graduate of the State Teachers College at Harrisonburg.

BESS COWLING is a sophomore in the College, and did her directed teaching in the kindergarten of the Keister School.

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